Name: Rachel Fischhoff Grade: 5 Date: May 2, 2012

Using the Lingo of Experts Day One

|  |
| --- |
| Lesson Sources: Navigating Nonfiction, XV |
| Lesson Objectives: Students will identify domain-specific language in their own area of expertise. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: |
| Prior Knowledge and Skills Needed: |
| Key/New Vocabulary: |

Lesson Procedure: Part One

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Readers, the other day I was thinking about the work we are doing in social studies, and it occurred to me that even though what we are thinking about—broadly—is what people were up to the 1700s, that’s not how we say it. * When we’re talking about Social Studies, we talk about the British colonies, governors, Parliament, proclomations, Loyalists, Patriots, neutral colonists. * We have so much specific language that helps us express our ideas as historians! | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Today I want to talk to you about using the language of experts to become an expert. * Some of you came across a lot of very interesting words in your research—words like cumulonimbus, magnitude, tectonic plate…and you started to USE those words in your writing! * That’s great, because when we’re learning about a new topic, it helps us to learn more and to share our thinking when we can use the language experts use. * Believe it or not, this is something that you are already doing everyday! Every one of us is an expert is something—baseball, babysitting, cooking arepas, skateboarding…and we all use specific language to talk about it. * When I was younger, I played lacrosse. There was a lot of specific language. I can think of words that I didn’t really use outside of lacrosse or I used in a different way. Words like cradle, D-Wing, second home, goggle, pocket, * I was playing D-Wing. I checked the ball out of the pocket of the girl playing second home and cradled it away. * It almost sounds like I’m talking in code! | * What will students do to take in the information? | * How will you know what students taking in? |
|  | **3. Have-A-Go (optional)**  I want you to think of one of your own expert topics. It could be one you’ve written about before. Think of five words that are specific to that topic.  Then, create 1-2 sentences using some of those words  T&T: Share with your partner | How will students be actively involved?  By:   * Practicing the mini-lesson * Partner Talk | * Confer * Share out |
|  | **4. The Link**  As you are reading, pay attention to the language of experts and try using it yourself. Make it your own! | **(Workshop Time)** |  |
|  | **5. Closing (at the share)**  RW share |  |  |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?